

Applying The Program Goals To The Visual Arts
Content And Performance Standards In The Visual Arts By Grade
Connecticut Standards For The Visual Arts Organized To Show Articulation (Sequence)
Illustrative Learning / Assessment Activities With Scoring Dimensions
Glossary For Visual Arts Standards



NOTE: To use Section 2V most effectively, first read the common introduction to this chapter (pages 17-28).

APPLYING THE PROGRAM GOALS TO THE VISUAL ARTS

Goal 1: Creating In The Visual Arts

Creating in the visual arts and design involves the construction and communication of meaning through making an object, environment or visual image (including film or video). The creating process involves evaluation, reflection and the ability to employ skills and knowledge in the creation of the work (content standard 5). Creative behaviors include observing/perceiving, problem finding/problem solving, sensing/feeling, imagining/dreaming, marveling/risking, transforming/symbolizing, researching/exploring, planning/organizing, comparing/contrasting, analyzing/synthesizing, ideating/generating alternatives, evaluating/judging, and selecting media and processes. When creating, students should construct meaning or function in visual form, employing a range of subject matter, themes, symbols or problems (content standard 3). Students should apply understanding of relationships among media, techniques and processes (content standard 1) and the communication or expression of ideas and/or function. Students also should demonstrate their understanding of the relationship between the visual organization of elements (content standard 2) and the expression of ideas, meaning and function.

Illustrative Example

In preparation for an assignment to create a landscape painting, a class examines several landscape paintings of various styles and historical periods. The teacher initiates group discussion of the expressive and technical qualities which characterize landscape paintings – e.g., foreground, middleground, background, horizon, line, perspective, methods and techniques for the application of paint, color and the use of art elements and principles of design as they relate to the composition. The students build on these qualities as they identify possible criteria for evaluating landscape painting, which the teacher develops into a set of scoring dimensions.

Students then create several thumbnail sketches outlining possible ideas for their own landscape paintings, and tentatively select one to develop further based on criteria provided by the teacher. Students work in pairs to provide each other with feedback about the thumbnail sketches. Once they have selected one sketch,

students develop more detailed studies (draft sketches) of specific components of their plan (vegetation, animals, sky), consulting peers and the teacher for advice and referring to model landscapes displayed in the classroom. When most of the students have completed at least a portion of their actual painting, the group critiques each work to highlight successes and suggest ways of solving any problems that have arisen. When they have completed their paintings each student assesses his or her own piece based on the scoring criteria provided by the teacher. The teacher also assesses the piece; then the two conference to compare and discuss their evaluations.

Goal 2: Performing In The Visual Arts? Probably Not.

The reason that a distinction is made between the visual arts and the performing arts is that most visual arts experiences do not involve performance. Performances move in real time and require a performer to act as an intermediary by interpreting the art work. Although some visual artists strive for “movement” in their work, such movement usually is virtual or perceived rather than real – inanimate (i.e., nonkinetic) visual work does not move in real time, as do the performing arts. Furthermore, the visual arts require no intermediary. That is, a performing artist does not have to be involved – either physically present or recorded in a medium such as audio or videotape – in interpretively recreating a work of visual art for that work to be fully experienced by a viewer.

There are forms of visual art, particularly multimedia “performance art,” which combine visual art with other disciplines, such as theatre, and therefore qualify as performance. Some visual artists contend that a museum docent is performing when discussing a painting, or that someone who mounts an exhibit is organizing a performance. What is important for the sake of curriculum development is that terms be used consistently, and that minimal time be expended debating abstract semantics. Whether or not docent activity and exhibiting are performances, they are important learning experiences for children.

Goal 3: Responding In The Visual Arts

The process of responding involves students’ abilities to interpret and evaluate their own work, the work of their peers and the work of other artists.

Students should be able to identify, describe, compare, interpret and judge works of art and design (content standard 5). Their interpretations should center

around the ideas, themes, theories, meanings, functions, means of representation (content standard 3), organizing principles (content standard 2), media (content standard 1), and also the attitude toward audience/consumer employed by the artist/designer. The descriptions and evaluations can be presented in a variety of communicative forms, e.g., journal, oral presentation, essay, art work.

Students should be able to analyze the role of personal, social, cultural and historical contexts in the interpretation of art and design (content standard 4); and recognize, describe and apply aesthetic theories in the interpretation and judgment of works of art and design. Students should engage with the big aesthetic questions, such as *What is art? What makes it art? What makes good art good? What makes valuable art valuable?*

Illustrative Example

Students “read” a chosen painting: Edvard Munch’s *The Cry*. Teacher-led questioning guides them through the process of observing, describing and discussing the qualities of the painting. The students then compare the work to two other Expressionist paintings, from which they derive hypotheses about the characteristics of Expressionism. The class then takes a field trip to an exhibit of Expressionist work, where each student chooses a favorite painting and is given a postcard of that painting. When they return, students write about what they saw that led them to choose that particular work. They then write an explanation of the qualities they found in their chosen work that do and do not fit the principles of Expressionism derived in class, using art vocabulary to refer to the elements and principles of design whenever possible. The class discusses each selected work and reconsiders its definitions of Expressionism.

Goal 4: Visual Art Materials, Techniques, Forms, Language, Notation And Literature/Repertoire

The materials of art include an enormous variety of visual media. Students need to understand visual media, techniques and processes (content standard 1) and how to identify, analyze and apply the elements and varied principles and forms of art (content standards 2 and 5). They also should understand and be able to classify a variety of art works (content standard 4).

Goal 5: Importance Of The Visual Arts

Art has played and continues to play an important role throughout history and in all cultures. The Connecticut visual arts standards are designed to help students un-

derstand and appreciate this importance. For example, the Grades 5-8 performance standards for content standard 4 (“students will understand the visual arts in relation to history and culture”) call for students to “know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists.”

Goal 6: Works And Characteristics Of Art

To be prepared to respond to and participate in the visual arts, students need to internalize a varied personal repertoire of art works, describe the characteristics of those works (content standards 2 and 5) and understand them in their cultural and historical contexts (content standard 4). This guide does not propose a specific “canon” (prescribed list) of visual art works for students to study, instead leaving that to local decision makers. It does, however, provide a table illustrating how the art content of the 1997 National Assessment of Educational Progress was distributed as an example of how a district might select and organize the visual arts repertoire its students view and discuss (see Appendix I).

Goal 7: Lifelong Involvement In The Visual Arts

The Connecticut standards call for all students to achieve a level of understandings and skills in art which prepares them for lifelong involvement as an audience member, and for students who choose to focus on the visual arts at the secondary level, to reach a level of competence that will permit them to remain actively involved as creators of art throughout their lives.

Students who maintain lifelong involvement in the visual arts might:

- attend or join local art guilds and museums;
- perform volunteer work for their local art museums;
- visit art museums and experience architecture in other cities and countries;
- attend “art” cinemas or view films with an awareness of visual images, editing and camera work;
- communicate ideas through two- and three-dimensional language;
- buy original art, art reproductions, postcards and craft work;
- write letters to local newspapers supporting arts budgets;
- encourage the next generation to take art in school;
- select books, videos and arts reproductions from local libraries;

- attend local art gallery openings, arts and crafts exhibits;
- financially support the visual arts;
- design a quality personal living space; and
- contribute to community involvement in the design and building processes which create the environment, including public art.

Goal 8: Preparation For Careers In The Visual Arts

All of the Connecticut visual arts standards provide important background for students who choose to pursue a career in art. Content standard 6 calls for students to make connections between art and daily life, including careers. The following listings are the kinds of experiences which prepare students for careers in the visual arts:

Professional Artists

- take classes and courses in all available arts media throughout school career
- visit exhibits/attend lectures
- read art books/magazines and watch art videos
- experiment with materials and techniques based on independent research
- use technology such as computers for computer-assisted drawing (CAD) and multimedia performances
- participate in internships with local artists, guilds, etc.

K-12 Teachers

- all practical and theoretical aspects of the visual arts
- school internships

Art Therapists

- all of the above plus psychology courses
- school internships

Architects/Urban Planners

- as for professional artists
- internships in architects' offices and/or town planning departments

Landscape Architects

- as for professional artists
- environmental studies and internships

Interior Designers

- as for professional artists
- textile and furniture-design courses
- internships

Designers

- as for professional artists
- a range of design courses, including graphic and industrial design
- videography, computer and multimedia courses
- internships

Curators, Education Specialists, Docents

- as for all of the above, but with an emphasis on history of art courses
- visit exhibits
- internships in museums

Historians/Writers

- all of the above

Museum Directors, Gallery Directors/Managers/Owners

- as for docents
- business management and arts administration courses

Goal 9: Examples Of Providing Students With Opportunities For Community Participation

In the visual arts:

- students identify a site in the community which is run down, empty, ugly, neglected, etc.; research it; and plan projects to improve it, making drawings and models that they present to local officials; and
- students create a gallery of their work in a local children's hospital.

Goal 10: Connections

Visual arts content standard 6 focuses on connections between visual art, other disciplines and daily life.

Examples of connections between the visual arts and other arts disciplines include:

- the design of costumes, stage decorations, lighting designs, sets, programs and posters for dance and theater productions;
- art to interpret narrative and program music; and
- using art to visualize various musical styles such as Baroque, Romantic, jazz, blues, Native American, etc.

Examples of connections between the visual arts and non-arts disciplines include:

- art, design and mathematics:
 - the mathematical basis for the visual organization of paintings and sculpture in terms of the golden section/golden mean; anatomical proportions;
 - demonstration of mathematical equations such as the Fibonacci ratio and the golden mean proportions; and
 - use of golden mean in architecture; computer fractals and tessellations;
 - art and social studies:
 - the use of art to explore history: through historical paintings for costume, environment and architectural research, and historic events;
 - the use of art as social history from cave paintings to the present;
 - the use of art to explore geography: the art student as map maker;
 - analyze the historical and cultural impact and influence of the visual arts; and
 - understanding cultural diversity through art, architecture and geography (climate, topography, building materials etc.);
 - art and language arts:
 - visual art as a means of communication, symbol, image, etc.;
 - reading and writing about works of art and architecture;
 - art as illustration: students illustrate school literary publications; and
 - debate issues of aesthetics.; and
 - art and science:
 - study of light and color theory, spectrum, Newton, rainbows, etc; pigment/theory of color mixing etc.; life study, anatomy, human body;
 - art as environmental recording and research (drawing natural phenomena such as leaves, rocks, fish, landscapes, trees, etc.);
- study and application of structural principles/use of physics; natural dye process and chemical dye reaction;
 - holograms /science and technology;
 - ceramics/glazes; fibers/weaving;
 - medical illustration; and
 - historic preservation.



CONTENT AND PERFORMANCE STANDARDS IN THE VISUAL ARTS BY GRADE

The visual arts standards come from a more philosophical tradition, rooted in a dialectic about the nature and purpose of art. Consequently, content standards for the visual arts tend to be conceptually broader than for the other arts disciplines, and each one includes a diverse set of skills and knowledge within the performance standards. Each content standard, however, is focused toward a different way of thinking and working.

Content Standards

Students will:

1. understand, select and apply media, techniques and processes;
2. understand and apply elements and organizational principles of art;
3. consider, select and apply a range of subject matter, symbols and ideas;
4. understand the visual arts in relation to history and cultures;
5. reflect upon, describe, analyze, interpret and evaluate their own and others' work; and
6. make connections between visual arts, other disciplines and daily life.

GRADES K-4

1. Understand, select and apply media, techniques and processes

Students will:

- a. differentiate between a variety of media, techniques and processes;
- b. describe how different media, techniques and processes cause different effects and personal responses;
- c. use different media, techniques and processes to communicate ideas, feelings, experiences and stories; and
- d. use art media and tools in a safe and responsible manner.

2. Understand and apply elements and organizational principles of art

Students will:

- a. identify the different ways visual characteristics are used to convey ideas;

- b. describe how different expressive features, and ways of organizing them, cause different responses; and
- c. use the elements of art and principles of design to communicate ideas.

3. Consider, select and apply a range of subject matter, symbols and ideas

Students will:

- a. discuss a variety of sources for art content; and
- b. select and use subject matter, symbols and ideas to communicate meaning.

4. Understand the visual arts in relation to history and cultures

Students will:

- a. recognize that the visual arts have a history and a variety of cultural purposes and meanings;
- b. identify specific works of art as belonging to particular styles, cultures, times and places; and
- c. create art work that demonstrates understanding of how history or culture can influence visual art.

5. Reflect upon, describe, analyze, interpret and evaluate their own and others' work

Students will:

- a. identify various purposes for creating works of art;
- b. describe visual characteristics of works of art using visual arts terminology;
- c. recognize that there are different responses to specific works of art;
- d. describe their personal responses to specific works of art using visual arts terminology; and
- e. identify possible improvements in the process of creating their own work.

6. Make connections between the visual arts, other disciplines and daily life

Students will:

- a. identify connections between characteristics of the visual arts and other arts disciplines;
- b. identify connections between the visual arts and other disciplines in the curriculum;

- c. describe how the visual arts are combined with other arts in multimedia work;
- d. demonstrate understanding of how the visual arts are used in the world around us; and
- e. recognize that works of visual art are produced by artisans and artists working in different cultures, times and places.

GRADES 5-8

1. Understand, select and apply media, techniques and processes

Students will:

- a. select media, techniques and processes to communicate ideas, reflect on their choices and analyze what makes them effective;
- b. improve the communication of their own ideas by effectively using the characteristics of a variety of traditional and contemporary art media, techniques and processes (two-dimensional and three-dimensional, including media/technology); and
- c. use different media, techniques and processes (two-dimensional and three-dimensional, including media/technology) to communicate ideas, feelings, experiences and stories.

2. Understand and apply elements and organizational principles of art

Students will:

- a. use ways of arranging visual characteristics and reflect upon what makes them effective in conveying ideas;
- b. recognize and reflect on the effects of arranging visual characteristics in their own and others' work; and
- c. select and use the elements of art and principles of design to improve communication of their ideas.

3. Consider, select and apply a range of subject matter, symbols and ideas

Students will:

- a. consider, select from and apply a variety of sources for art content to communicate intended meaning; and
- b. consider and compare the sources for subject matter, symbols and ideas in their own and others' work.

4. Understand the visual arts in relation to history and cultures

Students will:

- a. know and compare the characteristics and purposes of works of art representing various cultures, historical periods and artists;
- b. describe and place a variety of specific significant art objects by artist, style and historical and cultural context; and
- c. analyze, describe and demonstrate how factors of time and place (such as climate, natural resources, ideas and technology) influence visual characteristics that give meaning and value to a work of art.

5. Reflect upon, describe, analyze, interpret and evaluate their own and others' work

Students will:

- a. compare and contrast purposes for creating works of art;
- b. describe and analyze visual characteristics of works of art using visual art terminology;
- c. compare a variety of individual responses to, and interpretations of, their own works of art and those from various eras and cultures;
- d. describe their own responses to, and interpretations of, specific works of art;
- e. reflect on and evaluate the quality and effectiveness of their own and others' work, using specific criteria (e.g., technique, formal and expressive qualities, content); and
- f. describe/analyze their own artistic growth over time in relation to specific criteria.

6. Make connections between visual arts, other disciplines and daily life

Students will:

- a. compare the characteristics of works in the visual arts and other art forms that share similar subject matter, themes, purposes, historical periods or cultural context;
- b. describe ways in which the principles and subject matter of the visual arts and other disciplines taught in school are interrelated;
- c. combine the visual arts with another art form to create coherent multimedia work;
- d. apply visual arts knowledge and skills to solve problems common in daily life; and
- e. identify various careers that are available to artists.